

## English

- Sequencing events based on the Great Fire of London
- Create bank of adjectives and time connectives
- Plan and write a recount
- Identify features of instructions
- Plan and write a set of instructions
- Plan and write a fact file based on the Great Fire of London
- To use a question mark correctly
- To use an exclamation mark correctly

## Maths

- To make and find number bonds to 20
- To know doubles and near doubles within 20
- To subtract using number bonds within 20
- To solve missing number problems within 20
- To count to 50
- To partition into tens and ones within 50
- To use and estimate on a number line to 50

## History

- To know that the Great Fire of London happened in 1666 (which was in the 17<sup>th</sup> century)
- To know that Samuel Pepys was a significant individual
- To use historical artefacts to find out about the Great Fire of London
- To identify key dates, events, and consequences of the Great Fire of London

## Science

- To know that humans have a skeleton and that a skeleton helps us to move and protects vital organs
- To know that humans have five senses: smell, taste, touch, sight, and sound
- To use our five senses and their corresponding body parts



## RE

- To know where different religions turn to for guidance
- To know how a religious belief may affect behaviour choices

## Design and Technology

- To learn the method of how to make bread
- To practise specific skills such as mixing and kneading
- To make a loaf of bread

## PE

- To understand the role of defenders and attackers
- To recognise who to pass to and why.
- To move towards the goal with a ball.
- To support a teammate when playing in attack.
- To move into a space showing an awareness of defenders.

## PSHE

- Identifying ways to keep healthy
- Explain how to make healthy choices
- Know how to keep clean and healthy
- Know how medicine can help me and how to use it safely
- Explain how to cross the road safely.

## Music

- To learn and perform a song using an untuned instrument.
- To learn and perform a song, using a graphic score.
- To learn and perform a song.

## Computing

- To count grouped objects and understand how computers learn
- To use a computer to group and count similar objects
- To input data into a computer